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ABSTRACT

The issues of postsecondary governance, management, and finances relate very strongly to the topic of direction for and trends in postsecondary vocational education. There are three major areas for the research agenda. The first two have to do with the national trends in external agencies that affect campus governance, management, and finance and internal campus trends in these same three areas. The third area is to examine theories of organization that are relevant to higher education research and practice, specifically integrating management and governance theory and differential pricing. Postsecondary vocational educators must be concerned about the following trends if they are to give effective leadership in the future: reduced federal and state funding for vocational education and all of the impacts of reduced funding; partnership building between secondary institutions and industry (including labor); collaboration and joint programming among postsecondary institutions; and focused state strategies and plans for addressing industry-specific training. The Ohio model in postsecondary vocational and technical opportunities is one of the finest in that it forces a local understanding of economic development and the needs of business and industry as a requisite for participation in strategy formulation and program delivery. (MN)

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Directions in Postsecondary Vocational Education

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Nolen M. Ellison

Occasional Paper No. 125

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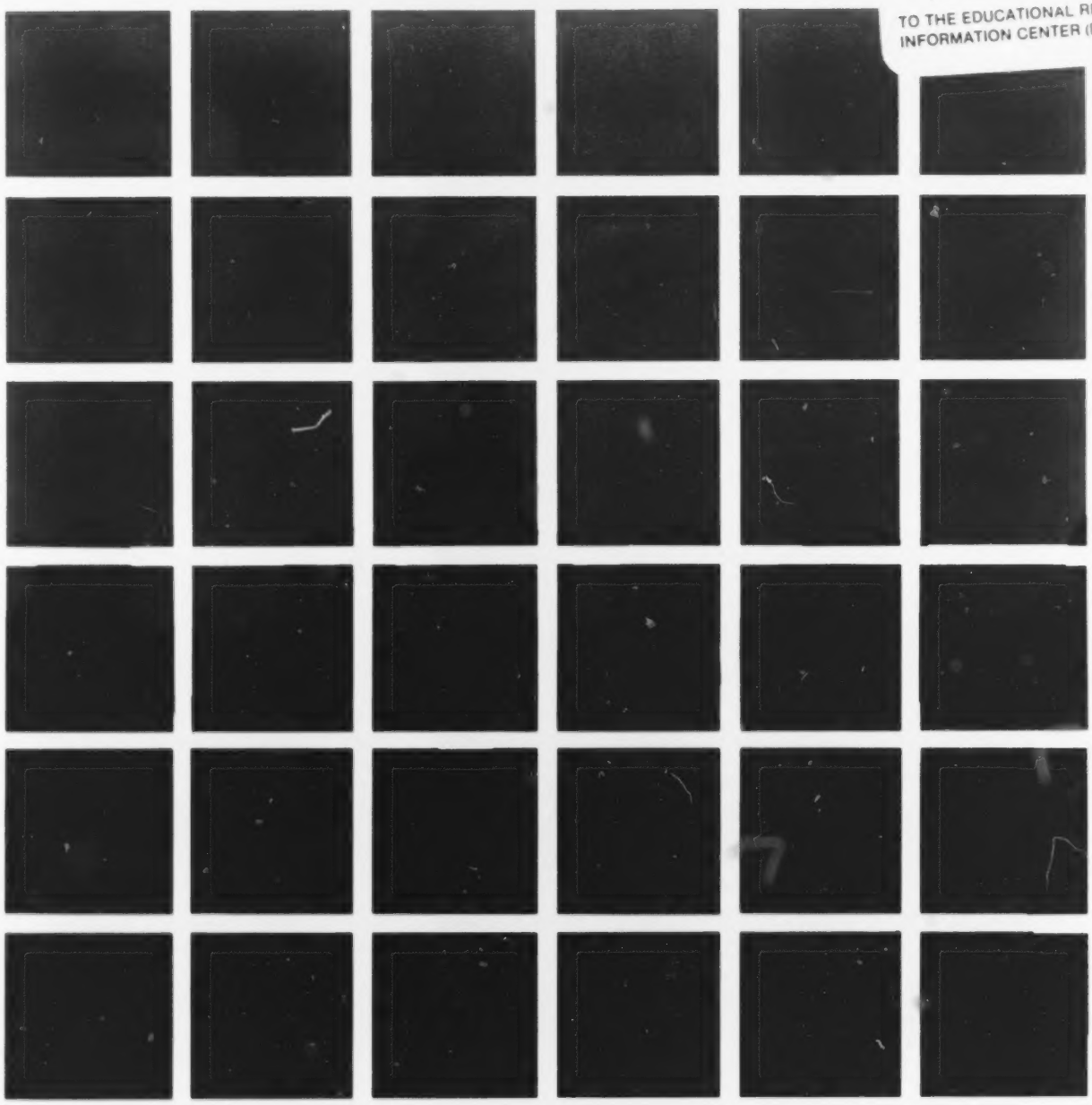

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For further information contact:

Program Information Office
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Telephone: (614) 486-3655 or (800) 848-4815

Occasional Paper No. 125

DIRECTIONS IN POSTSECONDARY VOCATIONAL EDUCATION

Nolen M. Ellison, Ph.D.
Cuyahoga Community College District
Cleveland, Ohio

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

1988

FOREWORD

Postsecondary vocational education is being challenged as never before by the changing needs of America's businesses and industries. To meet this challenge, institutions will have to expand programs or build new ones. The arguments for stronger articulation with public schools and 4-year universities will become an increasing factor as institutions respond to local needs and regional demands. Postsecondary institutions' needs for resources, equipment, full cost-recovery on direct costs, and a proprietary approach to education service delivery, as well as the need to narrow the gap between classroom training and immediate skilled entry level required by employers, will be the driving force to find new ways to accommodate the need for partnership building between the public and the private sector.

Nolen Ellison has been president of Cuyahoga Community College District since 1974. He is a graduate of the University of Kansas, and he holds a doctorate in administration and higher education from Michigan State University. Prior to assuming responsibilities at Cuyahoga Community College, Ellison served as president of Seattle Central Community College, and during his tenure there he was selected as 1 of the 10 outstanding young men of the year by the U.S. Junior Chamber of Commerce.

Ellison has been identified by the U.S. Department of Education and the Department of Justice to be an educational expert on broad urban issues and issues related to the desegregation of American higher education. He served 3 years as a member of the President's National Advisory Committee on black higher education in black colleges and universities. In 1982, he became the executive director of a task force called Putting America Back to Work.

On behalf of The Ohio state University and the National Center for Research in Vocational Education, we are pleased to present this seminar paper by Nolen Ellison.

DIRECTIONS IN POSTSECONDARY VOCATIONAL EDUCATION

The issues of postsecondary governance, postsecondary management, and postsecondary finances relate very strongly to the topic of direction for and trends in postsecondary vocational education. I'm certain that there are a number of areas of collaboration that might be investigated between the research work underway at the National Center for Research in Vocational Education and the National Center for Postsecondary Governance and Finance.

There are three major areas for the research agenda. The first has to do with the national trends in external agencies that affect campus governance, management, and finance. In that area the major research agenda is concerned with evaluating statewide boards and the nation's investments in postsecondary education. I am sure that the new commissioner of education, or a new cabinet member in education, will want to use some of that research very soon to at least look at, if not justify, the budget recommendations that are being made from the federal government's perspective.

The second area has to do with examining internal campus governance, management, and financing processes specifically creating and assessing new financing techniques, institutional leadership, institutional planning, and the influence administrative policies have on minority student achievement. The third area is to examine theories of organization that are relevant to higher education research and practice, specifically integrating management and governance theory and differential pricing—the problem of equity.

These three areas plus eight major research projects were approved when we met last spring. The Postsecondary Governance and Finance Center's research agenda is managed by a subgroup called the Center's Research Coordinating Council, which is made up of the cross institution's research directors.

The national agenda is one that I continually try to be helpful on. In terms of directions, let me set one framework and then dismiss the directional issue. The issue I want to raise is in context to the national agenda for community junior and technical colleges. Since assuming his responsibilities in 1982, Dale Parnell, the executive director and president of American Association of Community and Junior Colleges (AACJC), has set up an aggressive national agenda for 2-year colleges. There are slightly under 1,200 2-year institutions in our country. Dale has been a tireless worker in arranging this agenda. He has also appointed a national commission on the future for 2-year colleges.

The Carnegie Foundation's report on the condition of liberal arts colleges focused on a survey that said that concerns about career opportunities and training for jobs never got mentioned in the basic work of the report and that there was no real information about where linkages must occur. This certainly is a concern for those of us who are concerned about occupational and technical education. The national agenda for 2-year colleges was developed out of the work of the Putting America Back to Work task force and the Keeping America Working project, both funded by the Sears Corporation. The focus includes partnership between business and industry and work with the neglected majority.

The associate degree project (the role and function of the associate degree as a degree of choice, a degree that is not a terminal degree but one that ought to be a degree of opportunity for those who would take the first step in postsecondary education), the legislative work of AACJC tied to the community college trustees association, and indeed the fundamental policy question that 2-year colleges have raised are important questions for the National Center.

The question is the presence or absence of a clear national policy on human resource development that has resulted in a resolution and a national direction with respect to technical education. This resolution is endorsed by the council on occupational education of the National Alliance of Community and Technical Colleges, the National Trustee's Association and the National Alliance of Community and Technical Colleges board of directors representing the 1,200 2-year colleges in this country.

A succinct statement on technical education and the fact that technical education, one of the critical needs in our country today, really has no fundamental home in the federal beauracracy is needed. The issue of state responsibility with respect to vocational and technical training has a fairly clear direction pointing out something that each of us, both inside and outside of the National Center, will be concerned about in the immediate years ahead with respect to national policy, state focus, and local delivery of both vocational and technical education.

Now, let me speak as a charter member of Ohio's Thomas Alva Edison Partnership Program; as part of the Cleveland Advanced Manufacturing Program; as president of Cuyahoga Community College, Ohio's first community college; and as former director of the Putting America Back to Work task force. It is from these three perspectives that I want to reflect briefly on directions in postsecondary vocational education.

The 3-year period since January 1, 1984, has been a time of opportunity for postsecondary educators. Those at the community and technical college level daily attempt to refocus their institutions toward the changing needs of America's businesses and industries, as well as those engaged in college and university teaching, mentoring, and research on the changing federal, state, and institutional conditions. The American economic, social, political, and education systems have been challenged as never before. The past 6 years have been an exciting, painful, and, I believe, often turbulent period, not only because of fundamental economic change, but also due to significant institutional restructuring. This has all occurred as the nation has faced the challenge of fashioning economic development strategies at the national, state, and local institutional levels and matching them with the requisite resources and institutional configurations that can be structured to do the jobs that must be done in local communities. With the presentation of the first $1 trillion federal budget that contains significant reductions in vocational education funding, student financial assistance programs, and other categorical programs in education, we must surely be attuned to the trends and directions being set inside and outside educational institutions today if we expect to provide the leadership we will be called upon to provide.

I see the following directions as key to the kind of thinking that must go on at the National Center for Research in Vocational Education and the National Center for Postsecondary Governance and Finance. One issue has to do with reduced federal and state funding of vocational and technical education. Clear indication is that the federal funding for vocational and technical education through state authorities and institutions will be reduced. Reductions proposed in the president's budget now before Congress, coupled with stabilized state revenues and declining local revenues, strongly suggest two things. The first is that institutions of higher learning, or postsecondary vocational-technical institutions, will have to expand programs or build new directions based on increased support from private businesses and industries.

Second, the implications of this macro-level change has to do with collaboration among postsecondary vocational-technical educational institutions. Collaboration will become an increasing trend as institutions seek to respond to local needs and regional demands through networking and collaborative programming. The arguments for stronger articulation with public schools on one end of the spectrum and 4-year universities on the other end of the spectrum finds that postsecondary community, junior, and technical colleges in a very interesting position—indeed, often required to do more with less. However, the need for collaboration and the need for building support in the private sector are responses that come from what I perceive as a direction or trend that is very much upon us.

Another trend that I think is distinct, but part of the first response, is partnership building between postsecondary institutions and industry. This is an area that has to continue to be reviewed, investigated, and understood with respect to the private interests in the private sector and the public interests that we represent very often in public institutions.

Addressing emerging or new needs in vocational-technical education and training through partnership building with the private sector is another trend that began several years ago. Such partnership building will continue to be motivated by the needs of postsecondary institutions to develop resources, equipment, full cost-recovery on direct costs, and a proprietary approach to education service delivery. Our approaches in this area with the private sector, as well as the need to narrow the gap between classroom training and immediate skilled entry level required by employers, will be the driving force that will make us find new ways to accommodate the need for partnership building between the public and the private sector. The federal government has said that we are going to build the private sector initiatives program and get government off the backs of the people, therefore it's the state's responsibility to ask the private sector to do more.

Four years ago we didn't know what that meant. It's clear today. It means there are new partnerships between the public and private sector. Rather than lament the problem, I think our responsibility is to help the education field better understand the nature of productive partnership building between the public and the private sector. The federal government's leadership in that area is supporting the new employment and training programs that are required to meet the needs of business and industry.

We need to better understand the process of building partnerships between education, industry, and labor. We need to understand the way partnerships are built so they will be productive for all partners.

The Job Training Partnership Act (JTPA) of 1982 was a signal that the private sector was to be redefined as a part of the problem in the employment and training arena. As resources continue to decrease, the imperative to work at some community-based consensus building process will become more apparent. A second area that we need to be concerned about is labor contracts like those between Ford, UAW, GM, the Communications Workers of America, and the telecommunications industry that have set the pattern of partnership development between secondary vocational-technical institutions and decision making related to industry training and retraining programs. It is no longer a question of whether institutions can meet the training and retraining needs of communities. The table of negotiations has changed and industry contracts and private sector requirements have simply brought us into what I call the second of the directions or trends that are most important.

Both of the examples cited relate strongly to the growth of proprietary institutions offering adult and postsecondary vocational education programs. Full-cost recovery opportunities have

helped spread the base of postsecondary education and training options open to students seeking immediate job skills training. The great debate today for many of my colleagues and for myself is what the result will be in the context of the results being produced in proprietary schools.

We don't know enough about proprietary schools and what they do. We don't know enough about student tracking patterns—that was very clear during the CETA program phase of federal government intervention in employment and training—management information systems, and data information feedback on what happens to clients who go through a $2,000 full-cost training program. Do they appear a year later in another program, thereby costing the taxpayer $4,000, and remain potentially unemployable? What kinds of transferability, or mobility, do these systems have in terms of credit? I think that credit is a very strong incentive for accreditation and standards and in terms of student follow-up studies. I believe the issue that I'm posing with respect to partnership building and the spreading of the base in terms of local delivery, whether a 2-year postsecondary vocational system in a public-supported or proprietary institution, raises very fundamental questions that we need to understand if we are part of the protection of the public interest and the public taxpayer.

A third major direction is focused state strategies and plans for addressing industry-specific training. I believe that the federal government's efforts over the past 5 or so years to relieve the pressure on federal directions to local initiatives have indeed focused the roles of state governments. They have restructured the way in which states have to think about their own futures; the tax revision plan that has just been completed forces more responsibility at the state level. The trends in educational reforms are very clear with respect to directions in this area. Nearly every state of the union has put into place industrial development strategies that contain incentive programs that affect postsecondary vocational education programs. It is in this panoply of projects and programs that postsecondary vocational education is involved; it is in this area of economic development strategies, born at the state level, that will require increased attention in the future. Ohio's Thomas Alva Edison partnership program and Pennsylvania's Ben Franklin partnership program are two examples of state-based strategy efforts that have been designed to strengthen and change the manner and timeliness of the employment and training programs at the local institutional level in direct response to business and industry needs.

I'll give three examples of the response that we must be concerned about with respect to trends or directions. One, in light of Ohio's Edison Advanced Technology Application Center program, linked with the Ohio Technology transfer organization initiative, the Ohio Industrial Training Program, JTPA, and other state subsidies for business and industry are now planned on a state wide basis in line with postsecondary vocational technical programs with a major objective of insuring maximum coordination and the elimination of unnecessary duplication at the local level. I think the direction and trends, and the example in this state with respect to the Edison project, deserve strong attention in order to understand fully the impacts and potential impacts of mixing programs not only in the direct educational line but also in the military and direct economic line that are designed to support, strengthen, or enhance employment and training at the postsecondary vocational level with clear implications for public schools and vocational planning districts.

In Pennsylvania, the Franklin partnership program has been designed to create linkages and program coordination delivery between postsecondary education and training institutions and upper division research and training institutions in that state. What is the new relationship with respect to teacher certification, teacher training, and the upgrading of professional skills in the field with respect to both education and training and research? Is there a proper link we should be concerned about?

New state funding for employment training and research are tied increasingly to advanced technology areas. Advanced communications, advanced information, biomedical and small business technologies are now at the forefront of new funding initiatives in most states. Enhancements in mathematics, science, computer science, and engineering at the postsecondary vocational education level represent important new directions that are likely to be supported by from federal and state governments. New sources of training support from military expenditures, the energy department, and other nontraditional supports of postsecondary education and training institutions are competing with programs that have historically been funded by the federal government.

Postsecondary vocational technical institutions are being reshaped locally as a function of reduced federal and state funding as well as by state-driven program approval processes. Increased attention by state planning and program approval authorities are encouraging joint or collaborative programs as a means of doing away with unnecessary duplication of expensive programs required by local communities. With the indication and the implications toward high technology, expensive programming is not something that everyone can have. And so the issue is selective excellence. But I don't understand how selective excellence can be selective and excellent if everybody gets some of the pot. It seems to me that you have to decide what strengths you have within a state and then be willing to build on those strengths. The issue of selective excellence is something that we in postsecondary vocational education will be more concerned about in the future. This direction will have to be monitored and evaluated by institutional researchers as well as peer evaluators to determine whether institutional missions are being hampered by collaboration and/or the theory that something for everyone is really what builds a strong and excellent state system.

The following related trends have both helped and hindered this direction: state plans for vocational education that are based upon local area education or agency plans, that demonstrate local collaborative relationships by institutions, that receive federal vocational education funding or state technical funding as here in Ohio will require more attention in the future as a result of the direction and/or trend in the collaboration side. State JTPA plans that encourage collaboration or networking and that demonstrate joint or cooperative programming to facilitate training delivery will, I believe, become even a higher priority. Local private industry council or SDA plans that encourage the most efficient, cost-effective, and quality-oriented programming as part of local delivery systems appear to be increasing across the country. As part of the Putting America Back to Work and the Keeping America Working project at AACJC, we continue to try to get a stronger handle on that area with respect to how plans—state plans, local plans, and regional plans—and program approval makes sense in strengthening programs to meet the needs of business and industry.

Those four directions or trends I think are important, both separate and in the aggregate. Reduced federal and state funding for vocational education, its impacts, partnership building between secondary institutions and industry, including labor, collaboration and joint programming among postsecondary institutions, that is, from institution to institution, and focused state strategies and plans for addressing industry-specific training are all trends we must be concerned about if we're going to give leadership in the future.

I believe that the Ohio model in postsecondary vocational and technical opportunities is one of the finest models that is emerging from a strategy, state based, and not unilaterally mandated or controlled within the education environment, but that forces a local understanding of economic development and the needs of business and industry as a requisite for participation in strategy formulation and program delivery. Many of my colleagues in the state continue to believe JTPA to be the most significant issue to be addressed in the postsecondary vocational technical arena, with

respect to definitional and jurisdictional issues that derive from the state's allocation of responsibilities betweenvocational education at the secondary level and at the technical education mandate level for community and technical colleges in our state. Ohio's strategic plan calls for a very strong relationship between economic development and human resource development, a euphemism for training and delivery. And the model that we think makes sense is that institutions like ours at Cuyahoga Community College and the 22 other 2-year colleges in the state is to be partners with the state of Ohio, not only under the aegis of the Board of Regents for funding purposes, but collaboratively with the vocational and technical department, state department of education, and also the state department having to do with economic development and the strategy formulation for economic renewal in our state.

At Cuyahoga Community College we have very agressively sought to fashion a local response, both in the context of the Thomas Alva Edison partnership program and the new Advanced Technology Center opened in October of this year. It was clear to us that the single most important new structure in this state, built to respond specifically to Eaton Corporation, General Electric, General Motors, Parker Hannifin, and the major industrial firms in the Greater Cleveland, Northeast Ohio Area, but also to be responsive to artificial intelligence research work that is used to drive advanced manufacturing systems that are housed at Case Western Reserve University and Cleveland State University's advanced manufacturing program at a master's degree engineering level. It is a three-way partnership between higher education, postsecondary vocational, university, both research and teaching, and the private sector in government, that we believe will make the difference. And it is that model that we are very aggressive about in our end of the state and indeed throughout the state of Ohio. Two-year colleges are now being encouraged to organize themselves around what is called networks of mutual support, because it's very clear in this state that something for everyone will not be the answer to the restructured economy that we're facing. And so, the model that has to do with state responsibilities and local program definition and that is designed to enhance program delivery and cooperation is the model that just makes sense to us.

I believe that events outside postsecondary vocational technical institutions are moving faster than most institutions are able to cope. Therefore, the stress on the system is something about which we should all be concerned. That's going to become an increasingly important part of the professional development of all professionals in education.

I think that state planning and local input has become cumbersome as a process. How can you combine top-down planning, whether it's a state vocational plan with a local education area plan or a state job training plan, with a local SDA plan. Those processes are very cumbersome, and we're going to have to find new ways to streamline state planning and coordination with respect to local program delivery. That's where the pressure is going to be in the next several years.

Institutions must plan if we're going to enjoy a better future than simply being controlled by events around us. I hear people say, "But I don't have time to plan," or "Planning requires too much paperwork." My answer is that if you don't have time to plan, you don't have time to plan for the results that we're asking you to deliver as part of our team. Therefore, although we resist planning because of the paperwork, the need to plan at an institutional level and an individual level is going to increase in the future.

Stronger collaboration must be built between 2-year postsecondary vocational institutions, technical institutions, and baccalaureate degree-granting institutions. Not only must we structure stronger relationships between public schools and the vocational sector at the secondary level in the 2-year college, we must also structure stronger relationships between 2-year colleges, postsecondary, and 4-year institutions. I think that part of the development process is going to require

stronger executive strategy thinking so that institutions can be structured toward defined goals rather than individual programs because collaboration must occur at a strategy level. Let me say finally, that the National Center for Research in Vocational Education, through the Postsecondary Alliance, continues to give leadership to secondary and postsecondary collaboration. I believe that the need to see the or relationships between these sectors is essential to asking questions about our future rather than dealing with fragmented pieces of a very difficult puzzle.

QUESTIONS AND ANSWERS

Nolen M. Ellison

Question: Many of your comments relate to collaboration, public to public and public to private. Bill Coleburg of the National Alliance of Business is promoting the Private Industry Council at the local level and the State Job Training Coordinating Council at the state level as a board of directors (the term he uses) to oversee all of the agencies involved in public and private development of human resources. How do you respond to that suggestion from the National Alliance of Business?

Of course, the National Alliance was key to the federal Job Training Partnership Act, that is, it was private industry represented by NAB that helped create the legislation called Job Training Partnership Act. Anytime anyone gives birth to something they tend to view that particular creation as the creation. I do understand Bill's exuberance for seeing local PICs and state coordinating councils as the methodology for bringing agencies together to a single table primarily because industry is a partner in that collaboration. It's the only publicly supported collaboration in which industry has a stake due to legislation.

I happen to believe that Private Industry Councils locally, and state coordinating councils, are a part of the action, not the action. At Cuyahoga, we created a total public and private group, public being institutional and private industry, to help complete this project. This project could not have been completed by the participation of the local PIC, although I don't want to diminish a local PIC that is still part of the public experiment of cooperation. It's going to take a long time to come to be what it needs to be. I think my response is that I understand Bill's position. I think you need the PIC, but I also think you need other strategies to make collaboration work.

Question: I have a lifelong interest in entrepreneurship, and I noticed that in the Unified Technology Center you don't mention entrepreneurship. Does it have in its mission any entrepreneurship capabilities?

The Unified Technologies Center itself is an entrepreneurial activity. They were given a 3-year seed funding grant. They were told that in 3 years they must be totally self-supporting. They were told that they would have an auxiliary account within the college system. The Board of Trustees is still the governing authority, and I'm still the chief executive officer, but they don't have to play by the rules of the rest of the institution. The rules they play by are these:

- They have one single salary structure.
- They can hire in, and there are no contracts.
- An administrator or manager can be released at the end of any quarter of accounting where the revenues don't approximate the proposed plan or budget for the unit.

Nick Ceropolis, who has written three books in the field, also teaches on Saturdays on contract in the Unified Technologies Center in collaboration with the Council of Smaller Enterprises, which is our local small business-industry collaboration. Entrepreneurship has caused us to increase our marketing attention. We now have a focus on marketing and sales. What has been most interesting is that the faculty negotiated a new 3-year contract in September, and they chose not to negotiate around the Unified Technology Center. We promised to hire any faculty who could contribute to a bottom-line development program that operates at UTC, but there are no obligations either to tenured faculty or otherwise. We must have the contract, we must have the dollars, either in hand or understood, in order to create a relationship. And that is pure entrepreneurship.

Nick Ceropolis teaches in college and has for the last 17 years refused to accept tenure in that college. We have the kind of institution without evidence of hard research and publication—sometimes that's good. It is now a joke within the college because he is a real entrepreneur. He says the only reason he's there is that his worth to the organization is demonstrated daily. We think he's right—he continues to write books, he continues to teach, he continues to contribute. He's contributing to the work of Unified Technologies Center right now with the Council of Smaller Enterprises and the Greater Cleveland community.

Question: I have two questions. The first one is brief. Could you explain a little bit about your staffing, who is actually the core staff of the center and who does the work. And second, tell me a little bit about your teleconferencing plans.

First of all I should tell you that the college loaned the center $1 million each year for 3 years with an escalation schedule of reductions that began in Year II and withdraws what we call "general fund" from the operating base. We're in the first full year of operation. The executive director who was hired comes from the public sector. Sitting beside him is a deputy director who comes from industry. There are unit heads in the areas of advanced communications, advanced information, biomedical, and small business programs. I would call those people core program staff people. He has additional staffing for public affairs and marketing, and he has a number of other project program staff people. He has a core staff and operations that approximate $1.2 million of general fund money this year. The actual operations of the Unified Technologies Center this year is about $2.3 million, so he has in operations right now approximately a 100 percent override in grants and contracts. And those are operating programs and projects. One of the larger ones is with Wang Corporation where we do do customer-based training. We took the Wang noncredit curriculum in office automation systems and transposed it into a credit certificate program. We approved in our regular faculty divisions a full associate degree component and a career ladder in office automations. So now we have the training resource base for office automation systems, and although it's Wang-based, we do training on other systems.

Your second question was about telecommunications. We built on campus two full television studios. We built two additional campuses and they have full studios. We have our own in-house microwave system and we teach classes between campuses today. The new Unified Techologies Center has an industry response, a three laboratory teleconferencing center called the Lou Stokes Telecommunications Center. In September 1987 we will open that center as a satellite up/downlink-based training telecommunications network. We hope to network in Ohio. We hope to network with local public schools, vocational programs, and classrooms of the future. We hope to telecommunicate via satellite internationally. Those are plans right now. We think that with aggressive plans, and with the proper leadership, we can get there.

Question: You support partnerships between industry, labor, and postsecondary education. Who is to assume the leadership to establish those coalitions, and where does secondary vocational education belong in that coalition?

Who is to assume leadership? I think the leader assumes leadership. In some communities it might be that the superintendent of schools captures a vision and has the proper political support. The reason that Bill Coleburg would say that PIC ought to assume leadership is that it is the only mechanism that exists in the public sector where a private sector noninterested partisan would bring together the partisan players: the superintendent of schools, the community college president, the university president, and the local neighborhood development corporation. The assumption was in the legislation that a private sector executive ought to do that. It appears to have worked in Boston; it appears to work in Philadelphia. Where the private sector, or a CEO, is strong enough and has enough interest and capability, what are perceived as competing partners could be brought together to forge a common agenda. That's the model Bill Coleburg would argue for.

I don't believe that the JTPA legislation in a particular community where leadership patterns are already established will in fact be the right answer universally. In Cleveland and Cuyahoga County, it's difficult to know who the leader is because the PIC is not very strong. It is not hard to know who the leader is if you come over to the Unified Technologies Center or come to a meeting Business Advisory Panel for the Unified Technologies Center meeting. It is not hard to know where the strings appear to be fitting. Now, I think superintendents of schools and vocational educators ought to be part of that coalition. And I must admit the superintendent of the Cleveland Public Schools sits on the city Private Industry Council. There's no educator, other than myself, sitting on the county Private Industry Council. That's a shortcoming. I think many educators and politicians have decided that because they're the ones who do that appointing, there's no strong common interest in many locations to say that it's worth their time. If what you end up arguing about is contracts, many superintendents just don't have that time. I don't have that time. In fact, I tell most people who schedule meetings that all I can give them is 1 hour. At the end of an hour I always leave. So the chairman knows that I will participate strongly up to an hour. However, an hour is all I can give to that PIC organization. And so all the extemporaneous arguments about "Did you get a contract last time"or "Did you know," has gone by the wayside. It's a business meeting, and I enjoy that. Should there be a strong participation and coalition of public school and secondary and postsecondary educators involved? My answer to that is an unequivocal "Yes, there ought to be." And that's why I say it's worth our time, because the politics of community require it.

Question: You've mentioned labor as a member of this partnership, and I know that Cleveland has it's strong share of labor unions. I'd be interested in your experiences and perspectives on organized labor's role in these partnerships.

I have three contracts in our institution. We're an organized institution, but we operate with collegial governance. AFSME, State and County Municipal Employees, and AAUP won the right to organize and bargain for faculty in a union context as well as the 9 to 5 Service Employees International Union. So my own philosophy is that that is an essential component. Much like quality circle structures, unless organized labor nonorganized labor is somehow participating, you don't have concensus. And if you don't get consensus the opportunity for success is going to be diminished.

Only two people serve on both the city and county PIC in Cleveland. We're a county college, so I volunteered to work with the mayor as long as the city PIC works alright. The same is true for the executive director of the United Labor Agency, Dr. Michael Murphy. He's the only man in town who represents all of the Teamsters as well as the others in the organized labor camp. We're the

only two people that serve on both Private Industry Councils. Incidentally, both PICs are meeting in the Unified Technology Center. They hold their monthly meetings there now. They like the nice, new, shiny place. And what we see is a subtle conviction that they have much in common.

I should also say this on the labor question. The top 21 executives in corporations in Greater Cleveland have an organization called Cleveland Tomorrow. They sponsored the Cleveland Advanced Manufacturing Program. That group also sponsors Work in Northeast Ohio, which is a dialog work council arrangement. And so top corporations are also committed, even though they have differences with unions. Top corporate leaders believe that they must work with labor if they're going to solve their long-term problems. We're in that camp with them.

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